Wisconsin English Language Arts

Grade 1

Adopted 2020

Reading Foundational Skills

Print Concepts

1. Demonstrate understanding of the organization and basic features of print. RF.1.1
   a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). RF.1.1.A

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.1.2
   a. Distinguish long from short vowel sounds in spoken single-syllable words. RF.1.2.A
   b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. RF.1.2.B
   c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. RF.1.2.C
   d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). RF.1.2.D
   e. Add, delete, or substitute individual sounds (phonemes) in simple one-syllable words to make new words. RF.1.2.E

Phonics and Word Recognition

Skip to main content

3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.1.3

   a. Know the spelling-sound correspondences for common consonant digraphs. RF.1.3.A

   b. Decode and encode regularly spelled one-syllable words (e.g., cat, fox, bet, cup, fit, etc.). RF.1.3.B

   c. Know final -e and common vowel team conventions for representing long vowel sounds (Examples include but are not limited to: ai, ay, oa, ea, ee, ie, ue, ow). RF.1.3.C

   d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. RF.1.3.D

   e. Decode two-syllable words following basic (known) patterns by breaking the words into syllables. RF.1.3.E

   f. Read words with inflectional endings (i.e., -s, -ed, -ing). RF.1.3.F

   g. Recognize and read grade-appropriate irregularly spelled words. RF.1.3.G

Fluency

4. Read emergent-reader texts with purpose, understanding, and sufficient accuracy and fluency to support comprehension. RF.1.4

   a. Read grade-level text with purpose and understanding. RF.1.4.A

   b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. RF.1.4.B

   c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. RF.1.4.C

Reading

Key Ideas and Details

1. Develop and answer questions about key ideas and details in a text. R.1.1
2. Identify a main topic or central idea in a text with guidance and support; retell important details. R.1.2
3. Describe characters, settings, and important events in a story or pieces of information in a text. R.1.3

Craft and Structure

4. Identify specific words and phrases that express feeling, appeal to the senses, or content-specific words within a text. R.1.4
5. Identify a variety of genres and explain major differences between literary texts and informational texts. R.1.5
6. Describe how illustrations and details support the point of view or purpose of the text. R.1.6

Skip to main content

tegration of Knowledge and Ideas

7. Use illustrations and details in literary and informational texts to discuss story elements and/or topics. R.1.7
8. Identify specific information an author or illustrator gives that supports ideas in a text. R.1.8
9. Compare and contrast two texts; recognize that texts reflect one's own and others' culture. R.1.9

Writing

Text Types and Purposes

1. Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. W.1.1
2. Write text in a variety of modes: W.1.2
   a. Opinion pieces in which they introduce the topic or name the text they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. W.1.2.A
   b. Informative/explanatory text in which they name a topic, supply some facts about the topic, and provide some sense of closure. W.1.2.B
   c. Convey events, real or imagined, through narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. W.1.2.C
3. Create writing that utilizes: W.1.3
   a. Organization: provide a beginning, middle and a simple ending. W.1.3.A
   b. Transitions: simple word transitions and temporal words/pictures that link ideas. W.1.3.B
   c. Word Choice (including domain specific): experiments with descriptive words to describe feelings, events and images. W.1.3.C

Production and Distribution of Writing

4. With guidance and support from adults, produce writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. W.1.4
5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. W.1.5
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing (including forming most printed upper and lower case letters), cursive, and/or typing. W.1.6

Inquiry to Build and Present Knowledge

7. Participate in shared inquiry and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). W.1.7

Skip to main content

8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. W.1.8
9. With guidance and support from adults, recall and use facts from literary and informational text to support reflection and inquiry on characters, setting, key details, specified information, and ideas presented in a text. W.1.9

Speaking and Listening

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups. SL.1.1
   a. With guidance and support, follow agreed-upon norms for discussions and participate by actively listening, taking turns, and staying on topic. SL.1.1.A
   b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. SL.1.1.B
   c. Ask questions to clear up any confusion about the topics and texts under discussion. SL.1.1.C
   d. Consider individual differences when communicating with others. SL.1.1.D
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.1.2
3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. SL.1.3

Presentation of Knowledge and Ideas

4. Describe people, places, things, and events with relevant details, expressing ideas clearly. SL.1.4
5. Create an original or utilize existing visual displays to support descriptions to clarify ideas, thoughts, and feelings. SL.1.5

Language

Knowledge of Language

1. Demonstrate an understanding of how language functions in different cultures and contexts; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking. L.1.1
   a. Recognize and appreciate the linguistic diversity of peers, teachers, and other members of the school community. L.1.1.A

Vocabulary Acquisition and Use

Skip to main content

2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. L.1.2
    a. Use inflexional forms as clues to the meaning of unknown words (e.g., looks, looked). L.1.2.A
    b. Identify common root words. L.1.2.B
3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. With guidance and support from adults: L.1.3
    a. Identify words and phrases that suggest feelings or appeal to the senses (e.g., in stories, poems, or conversations). L.1.3.A
    b. Explain rationale for sorting words into categories. L.1.3.B
    c. Act out or define shades of meanings with verbs of differing manner (e.g., peek, scowl) and adjectives (e.g., gigantic, large). L.1.3.C
4. Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. Use frequently occurring conjunctions (e.g., because) to signal simple relationships. L.1.4

Conventions of Standardized English

5. Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with: L.1.5
    a. Common, proper, and possessive nouns. L.1.5.A
    b. Nouns/verbs agreement in simple sentences. L.1.5.B
    c. Frequently occurring pronouns, adjectives, conjunctions, verb tenses, and prepositions. L.1.5.C
    d. Production and expansion of complete sentences in response to prompts. L.1.5.D
6. Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with: L.1.6
    a. Capitalization of dates and names of people. L.1.6.A
    b. End punctuation. L.1.6.B
    c. Commas in dates and simple sets. L.1.6.C
    d. Use conventional spelling for words with common spelling patterns and draw on phonological awareness and spelling conventions to spell other words phonetically. L.1.6.D